



Clinical Faculty at JABSOM

Mary Ann Antonelli MD
Professor, Department of Medicine
Co-Chair for Clinical Skills
John A. Burns School of Medicine

The John A. Burns School of Medicine, like medical schools across the nation, depends on a large and devoted voluntary clinical faculty to support medical education. Integral to JABSOM's Problem Based Learning (PBL) curriculum is the integration of knowledge with real patient experiences that reinforce learning and model the practical utility of what has been learned. The medical trainees and the community all benefit greatly by the expertise that voluntary faculty bring to medical education in Hawaii.

In the Oath of Hippocrates¹ there is a promise to teach medicine. An original translation directs physicians "...to teach them this art, if they shall wish to learn it, without fee or stipulation". Voluntary faculty are fulfilling the Hippocratic Oath in this area to its fullest!

Community physicians are involved in many aspects of medical student and resident learning. Examples are:

- **Clinical Skills Laboratory Faculty** coach students to learn the performance procedures of basic clinical skills in a large "laboratory" setting. These are held throughout the academic year for both 1st and 2nd year students.
- **Clinical Skills Preceptors (CSP)** In the first and second year of medical school, CSPs teach clinical skills with emphasis in the health care problems that are the core of the Problem-Based Learning curriculum. Some work with a group of 5 or 6 students for an entire year, others, for 3-4 sessions, some for 12 sessions, precepting student experiences with real patient history taking, communication, physical examination, problem list development, and oral presentation. The CSP provides the essential link between the problem-based curriculum and actual patients, students practice the vital skills needed as they progress in medical school. Consequently, early in their learning students begin to appreciate the intricacies of the patient-doctor relationship, and the importance of communication skills in learning the patient's experience of illness.
- **Summer Clinical Preceptorships** for first year students is designed to give students a clinical primary care experience following completion of their first academic year. The summer preceptorship expands their practical skills and knowledge while demonstrating how primary care is delivered.
- **Ambulatory Clinical Preceptors** during the third year clerkships provide sophisticated experiences in ambulatory settings in Family Medicine, Internal Medicine, and Pediatrics. Students may be as-

signed to an individual preceptor for part or the entire duration of a 7-week clerkship, or as a half-day experience with each preceptor weekly, for 24 weeks.

- **Senior Elective Preceptors** - A large variety of faculty offer experiences in the electives for Fourth year student. These senior preceptorship electives may include inpatient and outpatient experiences, and involve a number of specialty areas.
- **Team Care Physicians** are community physicians who designate their patients admitted to a hospital to be cared for by a resident team. The Team Care Physician works directly with residents and students who care for his/her patient, and teach through discussions directly related to the clinical care of the individual cases.

- **Resident Elective Preceptors** teach their specialty knowledge and skills to graduate trainees who then incorporate their new knowledge in patient care

Skills

A clinical teaching tool, the five steps of "The One Minute Preceptor"² outlines the guidance to a form of teaching that focuses on diagnosis and the process of problem solving:

The One Minute Preceptor

- a) Get a commitment - "What do *you* think is going on with this patient?"
- b) Probe for supporting evidence - "What factors lead to your conclusion?"
- c) Teach general rules - Try to keep the teaching points general so that the learner can apply what they have learned to subsequent cases.
- d) Reinforce what was right - be specific, not general "You did a good job collecting the family history on the last patient"
- e) Correct mistakes - "I think a better approach to this situation might have been to _____"

In addition, there are guides for preceptors, such as "Teaching in Your Office".³ These practical handbooks recognize the time pressures of integrating teaching into an office practice.

Benefits

Community preceptors cite the "joy of teaching" as the primary reason cited for their involvement in teaching.^{4,5} Clinical faculty members appreciate being recognized for their effort and in feedback from their students. Their patients are usually very willing to participate in the teaching experience, and are impressed that their personal physician is a clinical teacher with the John A. Burns School of Medicine.

In addition to the personal sense of fulfillment that one gets from teaching, there is the important legacy the teacher leaves to society by impacting on the quality of health care. Tangible benefits to the clinical teaching faculty are:

- **Library Access** electronically to the Health Sciences Medical Library.⁶ In addition, non-compensated faculty are eligible for a number of other benefits, such as access to the Hamilton Library, using an assigned UH username, and the use of electronic support such as virus protection software.

- **Continuing Medical Education credit.** Teaching qualifies for up to 40 Category 2 CME credits through the 2-year AMA Physicians Recognition Award (PRA). The PRA is accepted in Hawaii for CME certification for licensing, hospital credentialing, and other requirements that requiring CME credits. (See the AMA PRA website for further information⁷.)

Clinical faculty appointment qualifies a physician for a University of Hawaii Faculty ID card that enable access to Hamilton and Sinclair Libraries on the Manoa campus, purchase of seasonal athletic events tickets, use of UH athletic facilities (athletic equipment, swimming pool, tennis courts, baseball field, etc.) and faculty discounts for purchases of computer hardware and software at the UH Manoa Bookstore.

To obtain a clinical appointment at JABSOM, physicians must apply to and be accepted through a clinical department. The process requires the submission of a curriculum vita, an up-to-date tuberculin test, letters of recommendation, and commitment to a teaching role. The application, when complete, is reviewed at the Division/Department level and forwarded to the Dean's Office of the School of Medicine for a formal appointment. Faculty appointments are made via Policies of the University of Hawaii Board of Regents. The academic appointments of Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor are based on credentials submitted to departmental committees. As non-compensated faculty, clinical faculty can apply for promotion when eligible, based on criteria determined by the School of Medicine. Clinical faculty must apply for re-appointment at pre-determined intervals.

Physicians interested in teaching as a clinical faculty member should contact the appropriate clinical department, or e-mail Dr. Antonelli at: mantonel@hawaii.edu.

The John A Burns School of Medicine wishes to acknowledge and thank all current clinical faculty for their vital contribution. These colleagues are vital to ensuring the education of quality future physicians for our community.

References

1. <http://classics.mit.edu/Hippocrates/hippooath.html>

2. Neher, J. O., Stevens, N. G. The one-minute preceptor: shaping the teaching conversation. *Fam Med* 35: 391-3, June, 2003.
3. Alguire, Patrick, DeWitt, Dawn, et al. *Teaching in Your Office*. American College of Physicians, 2000. 145 pages (ISBN 0-930513-07-0).
4. Starr, S., Ferguson, W. J., Haley, H. L., Quirk, M. Community preceptors' views of their identities as teachers. *Acad Med* 78: 820-5, August 2003.
5. Ullian, J. A., Shore, W. B., First, L. R. What did we learn about the impact on community-based faculty? Recommendations for recruitment, retention, and rewards. *Acad Med* 76: (supplement): S78-85, April 2001.
6. University of Hawaii John A Burns School of Medicine Health Sciences Library <http://www.hawaii.edu/hslib>.
7. American Medical Association Physicians' Recognition Award web-site: <http://www.ama-assn.org/ama/pub/category/2922.html>



Aloha Laboratories, Inc
...when results counts

A CAP accredited laboratory
Quality and Service

David M. Amberger, M.D.
"Best Doctors in America"
Laboratory Director

Phone (808) 842-6600
Fax (808) 848-0663
results@alohalabs.com
www.alohalabs.com